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Suggestions and techniques are outlined to help the administrator and school staff implement a human relations program aimed at improving inter-group relations. The characteristics of three sample schools located in changing neighborhoods and one school with socio-economic stratifications in the Los Angeles area are described. Areas of ethnic group sensitivity are discussed.

The nature of the enrollment and the community of each school determines which specific techniques and activities would be most desirable for use by the staff in a given situation. Specific suggestions are given, how materials and a directory of human relations agencies in the Los Angeles City School system are included. professional staff, the students, the community. Instructional

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IMPROVING INTER-GROUP RELATIONS
A Handbook for Administrators and Teachers

LOS ANGELES CITY SCHOOLS
NOVEMBER, 1963, REVISION

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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FOREWORD

In March, 1960, the Superintendent of the Los Angeles City Schools appointed a Council on Human Relations which consisted of representatives of the various educational levels and divisions in the school system. The responsibility of this group was to coordinate the many activities in this field, to facilitate the exchange of ideas, and to consider new means for the improvement of human relations and inter-group relations.

In the spring of 1961, the Council on Human Relations embarked upon a project which resulted in the development of a summary entitled *Inter-Group Relations Source Material,* which was distributed to all schools and colleges in January, 1963. This reference proved to be in great demand and of such interest to teachers and administrators that it has been brought up to date and presented in this publication.

It is the hope of the members of the Council that the material will continue to be of value in strengthening the educational program through helping pupils to learn to live and work more harmoniously with others. Additional copies may be obtained by calling MAdison 5-8921, Ext. 386. Suggestions for future revisions are welcomed. These should be directed to the Council on Human Relations in care of my office.

LOUISE WOOD SEYLER
Deputy Superintendent

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TO HELP EACH PUPIL . . .

For each pupil in the Los Angeles City Schools to develop his potential capacity to the fullest extent, he must learn to live and work harmoniously with others. *Improving Inter-Group Relations* has been developed by the Human Relations Council of the school system to assist administrators and teachers in accomplishing this objective as they work with individual pupils and with homes, churches, mass media of communication, and community agencies. Through improving inter-group relations, school and college staffs can help to assure that boys and girls will have an opportunity to make the most of their abilities and make their best contributions to society.

A CHALLENGE FOR CREATIVE LEADERSHIP . . .

Our educational task is particularly challenging because of the many diverse cultural, ethnic, religious, and socio-economic groups in the Los Angeles metropolitan area. Annually, additional tens of thousands of newcomers enter our local schools and colleges from every corner of the nation. Thus, the ethnic patterns of residential areas change and influence the make-up of the pupil enrollment in given schools. The vast population increases and the mobility of the population within the school districts present problems which merit consideration by local school administrators and teachers, who need to be alerted to the impact of the community on the school and its educational services. The broad descriptions of school communities and their characteristics on the following pages will not, of course, fit each school.

> *The local school administrator is encouraged to survey and strengthen rapport with his own school and with parents, the community, and community agencies to permit all to work together in serving the educational needs of each pupil.*

Fostering of positive human relations assumes a moral and spiritual belief in the inherent dignity of every child and his essential educability. This belief must be implemented in every aspect of the curriculum and through personnel practices, faculty-pupil relationships, and school-community cooperation. The individual school administrator should use his own creative leadership to implement and improve on the suggestions presented here in accordance with established educational policy.

CHARACTERISTICS OF DIFFERENT SCHOOL SITUATIONS . . .

All schools and colleges, regardless of location or community make-up, face inter-group problems of one kind or another. This fact is illustrated by the following outline of the characteristics of four possible school situations. Not all of the characteristics will apply to every school, but each administrator may recognize certain of them in his own school situation. Examples A, B, and C describe schools in a changing neighborhood. Example D illustrates symptoms of socio-economic stratification which occur in schools with both stable and changing pupil populations.

EXAMPLE A

The enrollment of a school may consist almost totally of Caucasian pupils but include a small number of minority group pupils because of prevailing residential patterns. Such a neighborhood may be in the beginning stages of transition.

Characteristics

1. Resistance to newcomers by parents and pupils.
2. Reluctant changes in established residential areas.
3. Lack of preparedness of faculty for changes in neighborhood.
4. Mounting organizational pressure.

EXAMPLE B

A school may have a steadily growing influx of minority group pupils as housing patterns change. Some areas remain fairly stable while absorbing the newcomers; others undergo rapid change. The influx may profoundly influence the school program and bring both positive and negative reactions from school personnel, pupils, and the community.

Characteristics

1. Mounting parental criticism of school standards and programs.
2. Formation of sub-groups along racial, ethnic, or economic lines.
3. Manifestation of inter-group tension and evidence of group self-segregation.
4. Faculty restiveness and increased number of requests for transfers.
5. Ethnic grouping a factor in student leadership.
6. Greater faculty awareness of the need for specialized curricula.

7. Increased number of requests for transfers by incoming junior high pupils and other students.
8. Divided community loyalties.

EXAMPLE C

A student body may include pupils from an incoming minority group which has become the numerical majority in the school and in the community. The composition of the student body is the reverse of that described in Example A.

Characteristics

1. Greater sense of belonging and spirit of unity; standards of school citizenship high.
2. Dedication by faculty to raising level of pupil goals.
3. Mounting community pressures to extend academic programs.
4. Community criticism that standards are being lowered.
5. Shifting norms in grading pupil achievement.
6. Adequate use of special education.
7. High pupil mobility.
8. Increased demand on counseling and guidance services.
9. Low home motivation.
10. Need for increased parental involvement in PTA and other school activities.
11. High drop-out rate; poor attendance patterns.
12. Greater use of auxiliary services.

EXAMPLE D

A school of this type serves a stable, predominantly Caucasian community within which high-, middle-, and low-income groups may reside. Socio-economic differences tend to foster in and out cliques. Such a school, although free from inter-racial situations, faces equally important human relations problems. Socio-economic differences may also affect schools described in Examples A, B, and C, thus adding some of the characteristics listed below to ethnic problems cited in the previous examples.

Characteristics

1. In-out conflicts based on socio-economic lines.
2. Intense emphasis on unauthorized social clubs, which affect secondary school programs and pupil morale.

3. Emphasis on academic programs; need to improve provisions for non-academic pupils.
4. High parental emphasis on status careers.
5. Increased expectations of parents creating pressure on pupils, faculty, and counselors.
6. Increased expectations by pressure of socio-economic values as these relate to total school program.
7. Greater student enthusiasm to assume leadership responsibilities.
8. Highly competitive school climate.
9. Inadequate involvement of out-groups in school activities.

AREAS OF ETHNIC GROUP SENSITIVITY . . .

For a local school administrator to plan an adequate and positive human relations program, he must constantly develop a sympathetic understanding of the feelings and opinions of community residents. How people feel about a situation or a practice will direct their actions and attitudes. Such feelings, whether or not they arise from particular situations, must be recognized, respected, and dealt with. Therefore, the sensitive areas listed below may be helpful for reference. These have been gleaned from comments made by members of minority groups about public schools in various communities.

1. Denial of quality in educational and vocational opportunities.
2. Lack of special programs for overcoming cultural handicaps.
3. Counseling inadequate in providing incentive.
4. Exclusion of pupils from school-sponsored organizations because of unrealistic requirements and undemocratic selection practices.
5. Engendering of patterns of self-segregation on campus by unauthorized clubs.
6. Failure to recognize accomplishments of members of minority groups.
7. Stereotyped attitudes toward minorities held by some school personnel and contained in some instructional materials.
8. Denial of equal opportunities of transfer and placement of faculty personnel.
9. Inadequate opportunity for minority leadership in PTA and other parent organizations.
10. Inadequate and poorly publicized channels for receiving grievances.
11. Inadequate orientation of new teachers in dealing with ethnic problems.

SUGGESTED TECHNIQUES FOR IMPROVING HUMAN RELATIONS . . .

Undoubtedly, many of the suggestions in this section to assist the local school administrator in strengthening the school's human relations program are already in use. However, they provide an overview which should prove to be helpful. Some of the suggestions have come from administrators in the Los Angeles City Schools who have already faced serious human relations problems, while others have been recommended by school districts elsewhere in the state and the nation with similar problems. In the final analysis, the nature of each school's enrollment and community will determine which specific techniques and activities will be most desirable for use by an administrator and his staff in a given situation. The entire resources of the Los Angeles City Schools and specifically of the Council on Human Relations are available to assist local school administrators in charting courses of action.

A. WORKING WITH THE PROFESSIONAL STAFF

1. Allot faculty meeting time to identify and to discuss human relations problems.
2. Utilize appropriate tests and evaluative criteria to discover the true potential of each pupil.
3. Adjust the educational program to the results obtained by such evaluation (specialized program, grouping, counseling, etc.).
4. Consult with department chairmen, coordinators, and classroom teachers to capitalize on the wealth of human relations content which is available in all areas of the curriculum.
5. Conduct orientation meetings, workshops, and institutes on human relations.
6. Organize a faculty human relations committee and/or ad hoc committees on specific problems.
7. Arrange for joint area meetings with administrators of similar levels as well as of all levels in a given locality.
8. Make available library materials on minority group achievements.
9. Encourage understanding of the merit employment and transfer policies of the Los Angeles City Schools.
10. Arrange for combined faculty meeting with personnel of other schools which have similar problems.
11. Encourage librarian and/or faculty committee to establish a professional library on human relations.
12. Confer with individual teachers who require help in understanding their roles in a multi-racial school and community.

B. WORKING WITH STUDENTS

1. Encourage the organization of a student human relations club.
2. Consider the value of student government in establishing a favorable human relations climate.
3. Provide continuous re-evaluation to assure the widest possible pupil participation in school-sponsored activities.
4. Provide greater opportunities for inter-school activities in addition to athletics.
5. Enforce existing state law and local school policies which forbid the existence of unauthorized clubs. (These tend to engender patterns of self-segregation on campus. See Board Rule 2260, based on *Education Code* Section 10604.)
6. Provide appropriate recognition for the accomplishments of all great American men and women through classroom activities, exhibits, bulletin board displays, assemblies, special observances, and other means.
7. Counsel pupils on the basis of academic ability without reference to stereotypes regarding job opportunities.
8. Provide practical information regarding employment opportunities and training in job-seeking and job-holding techniques.
9. Recognize that the normal co-curricular activities can promote a positive inter-group climate within a school and between schools. (These include G.A.A. programs, exchange assemblies, organization of interest and service clubs, publishing of the school newspaper, and drama, speech, and fine arts programs.)
10. Encourage school-wide leadership and good citizenship conferences and encampments after regular school hours.
11. Plan class excursions to inter-group agencies, social service organizations, and inter-cultural centers. See *It's Worth a Visit* for suggestions and descriptions of procedures.)

C. WORKING WITH THE COMMUNITY

1. Conduct a periodic community survey to assess diverse ethnic, economic, cultural, and welfare resources and their implications for the school.
2. Establish rapport with community leaders.
3. Conduct a series of planned visits by citizens to observe school program in action.
4. Encourage parental participation in adult education programs.
5. Make available school resources and facilities and student talents for approved community activities.

6. Encourage the PTA in its efforts to seek broad representation of all groups in its activities and offices.
7. Provide adequate and well-publicized channels for receiving grievances from the community.
8. Foster programs which will help parents to understand the policies and objectives of the school with respect to inter-group relations.
9. Encourage maximum use of school facilities by the community.
10. Invite qualified resource persons and community leaders of various ethnic and cultural backgrounds to speak to classes and at assemblies and faculty meetings.
11. Be aware of the role which the neighborhood press plays in interpreting the school to the community.
12. Counsel parents regarding the desirability and merits of pupil attendance at the school in their residential area.

INSTRUCTIONAL MATERIALS . . .

Values and attitudes directed toward the development of sound human relations are stressed in all instructional materials. For example, the guide *American Ideals and Institutions: Foundations of Freedom* is outstanding in this area. It particularly emphasizes this objective of the instructional program. Another excellent resource developed by the Los Angeles City Schools is *Promising Practices for Expanding Educational Opportunities, A Handbook of Current Effective Programs*. Up-to-date textbooks, supplementary books, and library materials for pupils also contribute to the development of better human relations. In addition, the directory of human relations agencies and organizations on the next page may be helpful to teachers and administrators.

PUTTING PLANS INTO ACTION . . .

The suggestions and techniques which have been outlined on the preceding pages should help the administrator and school staff in implementing a human relations program that will improve inter-group relations. The administrative approach to individuals and their problems can be strengthened, and a more satisfactory working arrangement can be established between the school and the community. In each case, there must be respect, consideration, and a sincere desire to assist each person in learning to meet and resolve his immediate and future problems.

The general philosophy of a human relations program is to create an atmosphere in the school that will be reflected in the pupils' feeling of security. They will develop an assurance that our chief aim is to help them obtain the best education possible as they prepare to meet the demands of society.

DIRECTORY OF HUMAN RELATIONS AGENCIES AND ORGANIZATIONS

LOS ANGELES COUNTY

Governmental Agencies

Fair Employment Practices Commission Larry Lucks	107 So. Broadway, L.A. 12	MA 0-2610
Los Angeles County Commission on Human Relations John Buggs	220 No. Broadway, L.A. 12	MA 8-9211 Ext. 63151

Racial and Ethnic Organizations

NAACP Region & Local Branch Althea Simmons	4272 So. Central Ave., L.A. 11	MA 4-2304
Urban League Local Branch Wesley Brazier	3839 So. Western Ave., L.A. 62	AX 2-0511
Urban League Western States Region Henry Talbert	3839 So. Western Ave., L.A. 62	AX 2-0511
Community Relations Conference of Southern California David Ziskind, Chairman	2400 So. Western Ave., L.A. 18	RE 3-9101
Japanese-American Citizens League Eiji E. Tanabe	258 E. 1st, L.A. 12, Suite 208	MA 6-4471
Community Service Organization (Mexican-American) E. G. Salcido	2701 E. 4th St., L.A. 33	AN 3-7083

Religious Groups

National Conference of Christians and Jews Dr. J. Cunningham	3335 Wilshire Blvd., L.A. 5	DU 5-0491
Roman Catholic Rt. Rev. Msgr. Thomas J. O'Dwyer	1400 West 9th St., L.A. 15	DU 5-7211
Greek Orthodox Church Rev. Leonidas Contos	1324 S. Normandie Ave., L.A. 6	RE 1-2424
Council of Churches – So. California Dr. Forrest Weir	1631 Beverly Blvd., L.A. 26	MA 4-8391
Council of Churches – Los Angeles Rev. Harry McKnight	1631 Beverly Blvd., L.A. 26	MA 4-8391
Methodist Churches of So. California Rev. William Merwin	5250 Santa Monica Blvd., L.A. 29	NO 5-5771

Episcopal Diocese of Los Angeles Rev. Robert Stellar	617 West Seventh St., L.A. 17	MA 9-1291
United Churches of Christ Rev. Julian Keiser	466 E. Walnut St., Pasadena	684-0444
Los Angeles Presbytery Rev. Carroll Shuster	315 So. Broadway, L.A. 13	MA 4-9885
Disciples of Christ Rev. Dean Canaday	3126 Los Feliz Blvd., L.A. 39	NO 5-5126
Jewish Board of Rabbis Rabbi Marvin Bornstein	8620 Belford Ave., L.A. 45	OR 8-2441
Jewish Community Relations Committee Joseph Roos	590 N. Vermont Ave., L.A. 4	NO 3-8484

(The Community Relations Committee of the Jewish Federation-Council of Greater Los Angeles is responsible for the public relations of the organized Jewish community and coordinates the activities of the following organizations.)

American Jewish Committee Neil Sandberg	590 N. Vermont Ave., L.A. 4	NO 3-2186
American Jewish Congress Haskell Lazere	590 N. Vermont Ave., L.A. 4	NO 3-8047
Anti-Defamation League of B'nai B'rith Milton Senn	590 N. Vermont Ave., L.A. 4	NO 2-8151
Jewish War Veterans of the United States Manny Lansky	590 N. Vermont Ave., L.A. 4	NO 3-3173
Jewish Labor Committee Max Mont	590 N. Vermont Ave., L.A. 4	NO 2-1148

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